

Report on National Board Certified Teachers in Virginia

Presented to the Virginia Board of Education

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National Board Certified Teachers in Virginia At-A-Glance

NATIONAL BOARD CERTIFICATION

- ❖ National Board Certification is a symbol of professional teaching excellence.
- ❖ It was created so that teachers, like professionals in other fields, can achieve distinction by demonstrating through a demanding performance assessment that they meet high and rigorous standards for what accomplished teachers should know and be able to do.
- ❖ Based on core propositions and standards developed by the National Board for Professional Teaching Standards (NBPTS), National Board Certification is an extensive year-long assessment of actual teaching practice.
- ❖ All National Board assessments consist of two major parts, the portfolio entries and the assessment center exercises.
- NBPTS offers certificates in 24 fields that are applicable to more than 95 percent of the eligible teaching population.
- ❖ There are currently a total of 23,937 National Board Certified Teachers.
- ❖ Offered on a voluntary basis, a National Board Certificate is valid for ten years.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS)

- ❖ Founded in 1987, NBPTS is an independent, nonprofit, nonpartisan and non-governmental organization governed by a board of directors, with the majority of its 63 members being classroom teachers.
- NBPTS released in 2000 its first research study on the effectiveness of National Board Certification and currently has 22 other research studies underway.

NATIONAL BOARD CERTIFICATION IN VIRGINIA

- ❖ There are 415 teachers who have earned National Board Certification while teaching in Virginia. Currently, 409 National Board Certified teachers live in Virginia; 385 of them are working in 56 school divisions in every region of the state.
- ❖ Virginia ranks 11th among states in the total number of National Board Certified teachers.
- Virginia provides a financial incentive for earning National Board Certification, as well as subsidy grants to candidates seeking National Board Certification.
- ❖ The Department of Education not only provides technical assistance regarding the National Board process, but has engaged in many National Board initiatives over the past five years, such as the National Board Certification Symposium; regional information sessions; a statewide pre-candidate teleconference; candidate support workshops and a listserv in collaboration with the Virginia Education Association and Virginia Commonwealth University; a National Board Certification database; and the Appalachia Project.
- ❖ As reported by NBPTS, 19 Virginia colleges and universities are incorporating the National Board's standards for accomplished teaching into their teacher education programs.

A Report on National Board Certified Teachers in Virginia

National Board Certification is an extensive yearlong assessment of actual teaching practice based upon high and rigorous standards established by the National Board for Professional Teaching Standards (NBPTS). Through this process, teachers document their subject matter knowledge; provide evidence that they know how to teach their subjects to students most effectively; and demonstrate their ability to manage and measure student learning. NBPTS offers certificates in 24 fields that are applicable to more than 95 percent of the eligible teaching population. There are currently 23,937 National Board Certified Teachers in all 50 states, the District of Columbia, and overseas.

THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

- NBPTS is an independent, nonprofit, nonpartisan and nongovernmental organization governed by a board of directors, with the majority of its 63 members being classroom teachers.
- ❖ The National Board was founded in 1987. From 1987 through 1992, the focus was on the critical policy, research and development work that would lay the foundation for National Board Certification, which was offered, for the first time, in two certificate areas during the 1993-94 school year.
- NBPTS is funded in part with grants from the U.S. Department of Education and the National Science Foundation, which represents approximately 45 percent of the National Board Certification project. The remaining percentage is funded from non-governmental sources.

THE NATIONAL BOARD CERTIFICATION ASSESSMENT PROCESS

- ❖ The performance-based component of the assessment is completed at a teacher's school. In this phase, teachers build a portfolio that contains videotapes of classroom teaching, lesson plans, student work samples and reflective written commentaries that detail what the teacher is doing and why.
- ❖ The second component of the assessment involves a series of timed, written exercises at an assessment center. These exercises are designed to probe the teacher's depth and subject-matter knowledge, as well as their understanding of how to teach those subjects to their students.
- Candidates report that they invest between 200 and 400 hours of work in their journey toward National Board Certification.
- Candidates may bank individual exercises and retake scores for a period of two subsequent, consecutive years from the date of initial score notification.
- ❖ The national passing rate is 47% for first-time candidates; the passing rate for candidates who retake exercises is 65%.

NATIONAL BOARD CERTIFICATION

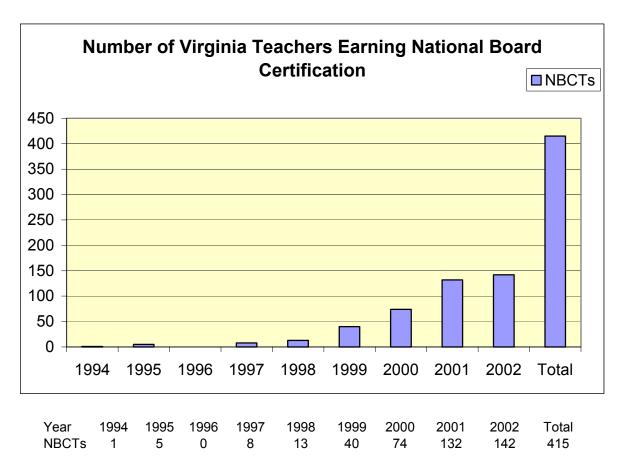
- ❖ Offered on a voluntary basis, National Board Certification complements, but does not replace, state licensing. While state licensing systems set requirements to teach in each state, National Board Certification establishes advanced standards for experienced teachers to demonstrate accomplished practice.
- ❖ A National Board Certificate is valid for 10 years and is renewable.
- ❖ Eighty-five percent of the National Board Certified teachers (20,424) are from 15 states. Virginia ranks 11th among states in the total number of National Board Certified teachers.

Top 15 States by Total National Board Certified Teachers

State	Total NBCTs
North Carolina	5119
Florida	3478
South Carolina	2357
California	1955
Ohio	1790
Mississippi	1470
Georgia	803
Oklahoma	634
Illinois	569
Alabama	449
Virginia	415
Iowa	387
Massachusetts	357
Kentucky	349
Idaho	292

NATIONAL BOARD CERTIFIED TEACHERS IN VIRGINIA

- ❖ There are 415 teachers who have earned National Board Certification while teaching in Virginia.
- Currently, 409 National Board Certified teachers live in Virginia; 385 of them are working in 56 school divisions in every region of the state. Fifty-eight percent of the National Board Teachers in Virginia (236) teach in Region 4 (northern Virginia).
- ❖ Fairfax County Schools has the highest number of National Board Certified teachers with 140; Arlington County has 23; Stafford County 18; Roanoke City 17; and Franklin County 13.
- ❖ The Virginia licensure regulations, as specified in the *Code of Virginia*, allow for a National Board Certified teacher coming into Virginia to qualify for a Virginia teaching license.



NATIONAL BOARD CANDIDATES

- ❖ The number of Virginia teachers seeking National Board Certification began to increase dramatically in 2000. There were 75 candidates in 1999; 144 candidates in 2000; and 207 candidates in 2001.
- ❖ The 245 Virginia teachers who began the National Board Certification process in the 2002-03 school year will receive notification of their results in December 2003.
- ❖ The passing rate for Virginia candidates has averaged around 57% statewide compared to the national pass rate of 47%; Fairfax County candidates have a 73% passing rate.

NATIONAL BOARD CANDIDATE SUPPORT IN VIRGINIA

❖ <u>DEPARTMENT OF EDUCATION, VIRGINIA COMMONWEALTH UNIVERSITY, AND</u> THE VIRGINIA EDUCATION ASSOCIATION COLLABORATION

- ➤ The Department of Education has engaged many initiatives over the past five years to support the National Board Certification process, such as the National Board Certification Symposium, regional information sessions, and a statewide pre-candidate teleconference.
- ➤ In addition, personnel in the Division of Teacher Education and Licensure maintain a National Board Certification database and serve as a resource by

- providing technical assistance regarding the National Board process to school divisions and institutions of higher education.
- Collaborative efforts with the Virginia Education Association provide a series of candidate support workshops throughout the state each year. These workshops are organized to give candidates not only an overview of the National Board process, but assistance with the writing process and the assessment center activities.
- ➤ In January 2003, Virginia Commonwealth University, the Virginia Department of Education, and the Virginia Education Association collaborated by organizing a support and networking retreat for National Board Certification advanced candidates. Advanced candidates are teachers who did not certify and plan to retake entries.
- ➤ In 2001 a National Board candidate support listserv was established in conjunction with Virginia Commonwealth University and in collaboration with the Virginia Education Association to provide online candidate support using National Board Certified teachers as facilitators.

* THE APPALACHIA PROJECT

In the summer of 2002, NBPTS requested that Virginia participate with seven other states in a new initiative designed to increase the number of National Board Certified teachers in rural and isolated areas of the country. Virginia's \$45,000 Appalachia Project proposal to provide outreach, recruitment, and candidate support in Region 7 was approved. The Virginia Department of Education and the Virginia Education Association were included as partners in the Appalachia Project. Components of this project include:

- ➤ The creation of a Southwest Virginia Candidate Support Cohort to support candidates with two National Board Certified teachers being paid to coordinate the cohort activities;
- A recruitment plan to increase the number of candidates from Region 7;
- An outreach plan to engage the institutions of higher education and division superintendents from Region 7 to promote interest in the National Board Certification process; and
- ➤ The utilization of a NBPTS consultant to support the 8 National Board Certified teachers from southwest Virginia in planning the project deliverables.

❖ HIGHER EDUCATION INITIATIVES IN VIRGINIA

As reported by NBPTS, 19 institutions in Virginia are incorporating the National Board's standards for accomplished teaching into their teacher education programs. Activities include:

- ➤ Offering support programs for teachers in the process of seeking National Board Certification;
- ➤ Aligning advanced degree and pre-service programs with the National Board's standards;

- > Requiring portfolios as part of the clinical component of preservice training;
- ➤ Developing performance assessments to measure students' progress against the NBPTS standards for what teachers should know and be able to do;
- Creating new courses specifically for teachers interested in pursuing National Board Certification and/or seeking National Board Certification;
- ➤ Utilizing National Board Certified teachers in faculty positions, as adjunct professors, as advisors to deans, and as clinical supervisors;
- > Designing professional development opportunities for practicing teachers around the National Board's standards and assessments; and
- ➤ Conducting research on the impact of National Board Certification and NBCTs.

	Creates Awareness about the NBC Process	Offers Candidate Support	Builds the Capacity of Faculty and Candidate Support Facilitators	Uses NBCTs as Leaders	Exploring Alignment of Degree Programs with NBPTS Standards	Offers Programs Aligned with NBPTS standards	Incorporates NBPTS Standards into Courses	Conducting NBPTS-related Research	Other
Bluefield College	Yes		Yes						
Christopher Newport University		Yes							
College of Williams and Mary	Yes	Yes	Yes	Yes		Yes	Yes		Yes
Eastern Mennonite University	Yes		Yes	Yes	Yes	Yes	Yes		
George Mason University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
James Madison University	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes
Liberty University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Longwood University	Yes		Yes		Yes				Yes
Lynchburg College	Yes		Yes			Yes	Yes		
Mary Washington University		Yes							
Old Dominion University					Yes				
Radford University	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes
Regent University					Yes				
Roanoke College	Yes	Yes							
Sweet Briar College	Yes	Yes	Yes	Yes			Yes		Yes
University of Virginia	Yes		Yes			Yes	Yes		Yes
Virginia Commonwealth University	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
Virginia Polytechnic Institute and	Yes	Yes	Yes		Yes	Yes	Yes		Yes
State University									
Virginia State University					Yes				
Source-National Board for Professional Teaching Standards									

Source-National Board for Professional Teaching Standards

NATIONAL BOARD CERTIFICATION FUNDING

Virginia is one of 48 states offering regulatory or legislative support, as well as one of 35 states offering multiple incentives that provide financial support and use of National Board Certification to permit greater inter-state mobility for accomplished teachers.

- Since 1996 the Department of Education has managed a subsidy grant program to provide financial assistance to teachers who are seeking National Board Certification.
 - ➤ The Virginia General Assembly has appropriated \$75,000 each year to support \$1,000 of the \$2,300 application fee for 75 candidates.
 - > Over 300 Virginia teachers apply for these subsidy grants each year.
 - ➤ Candidates are selected randomly and are distributed among the eight superintendents' regions.
 - ➤ Candidates selected for the subsidy grants are responsible for the initial \$300 portion of the \$2,300 application fee.
 - ➤ Virginia also receives federal funds from the NBPTS to match state funding and to provide additional \$1,000 grants. In 2002, Virginia received \$199,000 in federal funds for first-time candidates and \$15,000 for advanced candidates. Virginia's 2003 initial federal allocation will be \$169,000. In addition to this allocation, NBPTS has awarded to Virginia \$65,500 of unallocated 2002 federal funds.
- ❖ The 1999 Virginia General Assembly passed House Bill 2710, *The Education Accountability and Quality Enhancement Act*, to provide a bonus to those teachers in Virginia who have National Board Certification.
 - To the extent that funds are available, an initial award is set at \$5,000 with a subsequent annual award of \$2,500 for the life of the certificate (10 years).
 - ➤ Since 1999, a total of \$1,709,500 has been awarded to eligible National Board Certified teachers in Virginia.
 - ➤ Under the incentive guidelines established by the Board of Education, an individual who earns National Board Certification receives the bonus the following year. For example, those eligible teachers who earned National Board Certification in November 2002 will receive bonuses in December 2003.

Certificate Year	Bonus Year	Amount Awarded
1996-1998	1999	\$110,000
1999	2000	\$250,000
2000	2001	\$482,500
2001	2002	\$867,000

ACCOMPLISHED TEACHING VALIDATION STUDY

- ❖ The NBPTS released in 2000 the first comprehensive study to compare the teaching practices of National Board Certified Teachers (NBCTs) with other teachers and to compare samples of student work from classrooms of the two groups of teachers.
- ❖ The study was conducted by a team of researchers based at the University of North Carolina at Greensboro.
- ❖ Researchers examined a sample of 65 teachers from two certificate areas from the states of Ohio, North Carolina, Virginia, Delaware, and the District of Columbia; all had sought National Board Certification, but only 31 of the 65 had achieved certification.
- The study was originally devised as a means to seek independent validation for the National Board's assessment process.
- ❖ According to the study, teachers who were certified significantly outperformed their peers who were not National Board Certified:
 - ➤ NBCTs scored higher on all 13 dimensions of teaching expertise than did teachers who sought but did not achieve National Board Certification;
 - ➤ The differences were statistically significant on 11 of the 13 dimensions. The dimensions, based on the body of research on measures of effective teaching, include attributes such as: having an extensive knowledge of subject matter; the ability to adapt and improvise instruction; formulating lessons that are challenging and engaging; and promoting academic achievement by emphasizing both personal accomplishments and intellectual engagement;
 - ➤ Researchers also examined samples of student work in classes taught by NBCTs and non-National Board Certified teachers;
 - Nearly three-fourths (74 percent) of the work samples collected from students taught by NBCTs in the study reflected a high level of comprehension of the concepts being taught, compared to three in 10 (29 percent) of the work samples of students taught by non-National Board Certified teachers;
 - ➤ The student work was related to a single unit of instruction, made up of multiple lessons over a period of time that are centered on a specific academic goal;
 - ➤ The samples were collected from students chosen randomly and were evaluated by a separate team of teachers who had no knowledge of the classrooms in which the work was produced, nor of the certificate status of the students' teachers; and
 - ➤ Based on student work samples, the study's authors declared that National Board Certification "is identifying and certifying teachers who are producing students who differ in profound and important ways from those taught by non-Board Certified teachers."

NATIONAL BOARD CERTIFICATION CONTINUING RESEARCH

- On July 24, 2002, NBPTS approved funding for 22 new research studies that will examine the impact of the National Board Certification system and the effects of National Board Certified Teachers on the quality of teaching and student learning in America's schools.
 - These studies, to be conducted during the next three years, also will address the effect of the National Board's standards and assessments.
 - The awards were based on an independent review process designed and managed by RAND, one of the nation's most respected educational research firms. RAND implemented a process that evaluated each proposal against widely used criteria for evaluating quality education research studies.
 - ➤ The research grant recipients, representing all regions of the country, were chosen from 109 proposals submitted to the National Board by researchers ranging from large national research firms to individual teachers and schools.
 - ➤ Some of the recipients and the issues that will be addressed include:
 - The University of California at Los Angeles (student achievement and performance);
 - The University of Wisconsin-Madison (student achievement and performance);
 - SRI International (NBCT impact on low-performing schools);
 - Manpower Demonstration Research Corporation (NBCT impact on low-performing schools);
 - The American Renaissance Charter School (standards-based professional development); and
 - The Finance Project (standards-based professional development).
 - ➤ Other academic institutions and organizations receiving grants include Michigan State University, the University of North Carolina at Chapel Hill, Stanford University, The CNA Corporation and Educational Testing Service.
- ❖ NBPTS recently commissioned "value-added" researcher, Dr. Bill Sanders, and his wife, Dr. June Rivers, to conduct a study of National Board Certification in selected North Carolina districts.
 - ➤ Dr. Sanders' methodology is based on a statistical model that calculates the effects of individual teachers on student test scores, which he pioneered in Tennessee.
 - Now employed by SAS in North Carolina, Dr. Sanders has been working on a study of teaching effects by National Board Certified Teachers, teachers who did not certify, and teachers who never attempted the National Board assessments.
 - From the start, Sanders and his research team have been plagued by data collection and verification problems in the North Carolina districts under study. These technical problems are expected to be rectified by this fall, with a report of findings anticipated to be issued in January 2004.